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Bulletin - Circular of Information: First School Year Begins

Eastern Illinois University

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EASTERN ILLINOIS

State Normal School

AT CHARLESTON.

CIRCULAR OF INFORMATION.

FIRST SCHOOL YEAR BEGINS
TUESDAY, SEPTEMBER 12, 1899



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EASTERN ILLINOIS STATE NORMAL SCHOOL AT CHARLESTON.

CIRCULAR.

The function of the State in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office and public Normal Schools are the natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to expend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students, but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.

SECTIONS FROM AN ACT TO ESTABLISH AND MAINTAIN THE EASTERN ILLINOIS STATE NORMAL SCHOOL.

SECTION 1. *Be it Enacted by the People of the State of Illinois, Represented in the General Assembly:* That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same, and adopt by-laws, rules and regulations for the government of its members, official agents and employees: *Provided*, such by-laws shall not conflict with the Constitution of the United States or of this State.

§ 2 The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this State by imparting instructions in the art of teaching in all branches of study which pertain to a common school education; in the elements of the natural and physical sciences; in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.

§ 13. All the counties of the State shall be entitled to gratuitous instruction for two pupils for each county in said Normal School, and each representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The superintendent of schools in each county shall receive and register the names of all applicants for admission in said Normal School, and shall present the same to the County Court, or in counties acting under township organization, to the Board of Supervisors, as the case may be, who shall, together with the Superintendent of Schools, examine all applicants so presented, in such manner as the Board of Trustees may direct; and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county, the Superintendent of Schools and County Judge, or the Superintendent of Schools and the Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative district, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or the Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the pupils to which said district is entitled. The Board of Trustees shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State not less than three years, in case that engagements can be secured by reasonable efforts, to require the candidate to provide for the payment of such fees for tuition as the Board may prescribe.

STUDIES.

But few subjects in the course of study can be mentioned, and those only briefly. Ample provision is made for full courses of study, and proper credits will be given for work done in other schools. This school will recognize the new demands in the common schools for science, literature and history, and will undertake to enable its graduates to meet these demands. The faculty of this school understand clearly the purpose for which the school is established, and are united in efforts to meet the expectations of the State. The Normal Schools and departments of Universities established for the training of teachers are entirely inadequate to supply the demands made upon them, and competent teachers can easily secure remunerative employment.

ARITHMETIC.

Arithmetic, often called the logic of the common school, is viewed under two aspects—as an art and a science. These two phases of the subject, while never far apart in teaching, have certain differences which should be clearly discerned. For the main

purposes of trade, the art side of Arithmetic is dominant. How? and What? rather than Why? are the questions of the book-keeper and the counting-room. But before the operations involved in a problem can be intelligently performed some one must answer the question, Why? A school which prepares teachers of Arithmetic must thoroughly impress upon its students the value of the art of accuracy, neatness and rapidity. Such a school must also make its students exact reasoners in arithmetical processes, so that an explanation of the solution of a problem shall be a model of concise logical expression. The time given to Arithmetic will be sufficient to accomplish these results.

ALGEBRA.

In addition to the thorough mastery of the text, abundant problems and exercises must be performed to give the student facility in applying algebraic principles and processes. Great care is also taken that the study of Algebra shall not only prepare for higher mathematics, but shall broaden and deepen his knowledge of Arithmetic, making him a better teacher of Arithmetic than one who has not generalized the subject.

GEOMETRY.

Besides the work usually included in the text-book in Geometry, a large amount of original work will be required in plane and solid Geometry. By this means the student will be enabled to reason for himself, to comprehend truth in Geometry and to acquire the power of continuous thinking.

LANGUAGE.

ENGLISH GRAMMAR.—The sentence in its various forms and degrees of complexity is the basis of this study. The fact that the writer upon English Grammar simply records his discoveries, and that Language is a living, growing thing, will be carefully expounded. The structure of the Language, the history and formation of its words, and the manner in which the construction of the sentence fulfills the end of Language—the clear and forcible expression of human thought—will be carefully studied. Frequent reference will be made to the works of Whitney, Mætzner, Max Muller, and others who have devoted their lives to the study of English.

GEOGRAPHY.

Perhaps no study in the school curriculum demands a wider acquaintance with the practical world than Geography. The intelligent reading of our periodicals and daily papers requires a knowledge of lands and peoples, much wider than is commonly offered in our schools. In truth it may be well said that the study of Geography is only *begun* in our schools, though we continue it our whole life long. How necessary, then, to have it well begun; to have the foundations firmly laid and the essentials rightly related.

No study, except Reading, deserves a higher rank in the common schools than Geography. No study is more strongly reacted upon and enriched by special study in wider fields; none is so closely related to so wide a range of sciences.

The teacher of Geography needs his subject well organized; i. e., he needs to see clearly the right relations in his subjects, of the principles of physics, geology and the rest, and then should be able to follow these causes to their results in the location and development of species; in short, in the civilization of our race.

When in a single daily paper there may be found five hundred direct geographical references, one may realize how much power he is possessed of who "carries his atlas in his head." Realizing this, much stress is laid on the reading and drawing of maps. The blackboard is in constant use. The pupil is trained to see maps properly, and the proof of good seeing is in good memory drawing. Great proficiency is gained by our classes, and not only are the maps well drawn, but very rapidly drawn. This rapid memory work and command of the chalk gives the young teacher a power that cannot be over-estimated, not only in the use of the chalk in illustrative work before his class, but in making him master of location, hence a much more competent general reader.

A good teacher of Geography should have traveled widely. But if not able to see the world at large himself, he should see it through the eyes of a Knox, a Peary or a Stanley. To this end topical recitations are carried on, requiring a constant use of the library, and the reading of many books of travel and magazine articles.

HISTORY.

The instruction in History will aim to lay the foundation for a serious study of the subject. This implies (1) habits of accu-

racy in dealing with historical facts, (2) acquaintance with representative historical literature, (3) some familiarity with the methods and spirit of historical research, (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration are to be sought, but not too exclusively. An attempt will be made to develop a conception of History from the the works of the great historians, and to show the relation of such a conception to History in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for School History can be selected with due regard to a conviction that History has rights as well as Pedagogy. Current methods of teaching History in the grades and up through the secondary school will be studied and illustrated, together with the special literature of the subject. A critical examination of historical text-books will be attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers will be exhibited.

BIOLOGY.

The work of this department is intended to give a general outline view of Botany and Zoology, taking up questions of biological interest as they are illustrated in these divisions of the subject. It is believed that scientific interpretation of natural phenomena must be preceded by a knowledge of the structure of organs as associated with their function; hence the work will begin with a study of the morphology and physiology of plants and animals.

The first work in Botany will take up a consideration of the structure of representative forms of the main groups in the plant kingdom, beginning with the most simple and gradually working up to those plants which are most complex. Accompanying this work there will be made numerous physiological experiments, which will illustrate the leading growth processes of plants. Considerable time will be given to the study of Ecology and systematic Botany. The taxonomic features of the local flora will be studied, while the greater part of the time will be given to a study of plants in their relation to environment—how they are affected by heat, cold, light, etc., by men and lower animals, and how they affect one another. It will be the business of this course to consider

plants' variations and special adaptations, and the causes which induce them. A great part of this work will be done in the field in order that observations may be made upon plants in their normal environment.

The first work in Zoology will be similar to the first work in Botany. The third term of the year of Zoology will consist of a study of animal physiology, with special reference to the physiology and anatomy of the human body. There will be ample opportunities for laboratory experiments upon the mechanism of the organs of locomotion, the eye, ear, heart and lungs, and the chemical reactions occurring within the body. The microscope will be in constant use in demonstrating the histology of the various tissues.

RURAL SCHOOLS.

Perhaps there is today no problem in education of greater importance than that of the rural schools. The Eastern Illinois Normal School has already plans under consideration which will make important contributions to the solution of this problem. As these plans are matured and put into practice they will be announced.

ADMISSION.

The usual standards of admission to Normal Schools will be adopted. Students applying for admission should bring any records from other schools or teachers' certificates which they may possess.

BOARD.

Students will be able to secure ample accommodations for board at reasonable rates, either in clubs or private families.

Another circular of more specific information will be issued about August 15.

LIVINGSTON C. LORD, President,
Charleston, Illinois.